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ABSTRACT

Problems and barriers that women often face when re-entering the higher educational system are identified, and ways in which institutions can be more responsive to re-entry students are suggested. A wide range of possible actions is included so that institutions can pursue those most appropriate to their individual circumstances. Definitions are offered of nontraditional education and re-entry woman student. Suggestions are offered for scheduling options, including part-time study, evening programs, weekend colleges, and summer programs. Credit for experiential learning, noncollegiate courses, and College Level Examination Program testing and other examinations are covered. External degree programs, components of off-campus learning, and cooperation with business and other organizations are options for expanding alternatives for re-entry women in obtaining a degree. The inclusion of re-entry in cooperative education and internships, legal considerations, and serving special populations are addressed. A selected list of resources is included. (SW)

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project on the status and education of **women**

Field Evaluation Draft

Obtaining A Degree: Alternative Options For Re-entry Women*

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WANTED: Your Opinion

As part of its WEEA grant on the educational needs of re-entry women and other nontraditional postsecondary students, the Project on the Status and Education of Women seeks your reactions and comments on each one of the papers developed. Please help us by filling out the brief questionnaire at the back of this paper and return it by September 30, 1980 in the pre-paid envelope we have provided. We look forward to receiving your suggestions.

INTRODUCTION

As college enrollments of traditional age (18-22) students continue to drop, many institutions are looking toward the adult student population (23 and older) to take up the slack. At the present time, one out of every five adults has already enrolled in some kind of post-secondary educational or training course,[1] and this trend is expected to continue. The largest segment of this adult student population is composed of women, who now account for more than two-thirds of all adult students.[2] However, even more women would be interested in going back to school and completing a degree if certain persistent obstacles were not standing in their way.

Since many re-entry women did not follow the "traditional" route of completing a college degree right after high school, it seems appropriate that as "non-traditional students" they should have access to "non-traditional methods" to help them complete the course or degree of their choice.

Nontraditional Education

As defined by the Commission on Nontraditional Study, nontraditional education puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and de-emphasizes time, space, and even course requirements in favor of competence and, where applicable, performance.[3]

These qualities seem admirably suited to the requirements of adult students in general, and re-entry women in particular. Accordingly, this paper will attempt to identify the significance of "nontraditional" methods in enabling re-entry women to attain degrees.

Re-entry Women

For the purpose of this paper, a "re-entry woman student" is defined as any woman who has interrupted her education after high school or during college for at

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least a few years, and is now re-entering or seeking to re-enter a college or university for the purpose of completing a degree. Some of the reasons that the re-entry woman did not continue her education initially may still be operating when she does decide to return to school. For example, she may have difficulty in getting child care, in financing her degree, or in combining school with work.[4] Many potential re-entry women find that the distance from campus, or work and family responsibilities make it impossible for them to pursue a degree in the "traditional" manner—full-time, on campus, during the day. For these women, as for other students in similar situations, different avenues are needed to provide these students with the education they desire.

This paper will identify problems and barriers which women often face when re-entering the educational system, and suggest ways in which institutions can be more responsive to re-entry students. Whether or not a particular suggestion is appropriate will depend on the characteristics of the institution and those of its re-entry students. A wide range of possible actions is included so that institutions can pursue those most appropriate to their individual circumstances.

Because many of the barriers which limit the access of women also limit the access of other nontraditional students, institutions are likely to find many of the issues and recommendations in this paper helpful in increasing educational opportunities and participation for other nontraditional students as well.

SCHEDULING OPTIONS

Without changing course content, colleges and universities can easily accommodate many adult students, simply by altering the schedule of classes and/or the time required to obtain a degree. Many institutions have developed part-time study options, evening programs, weekend colleges, and summer programs. Overall, the scheduling of classes is a crucial factor in determining who will attend class, and whether re-entry women will be among those who do.

Part-Time Study[5]

One of the most common routes that adult students take in completing a degree is to go to school part-time. Sometimes it is assumed that these students are not as committed to education as those enrolled full-time. In fact, part-time students are usually highly motivated to pursue degrees in spite of the simultaneous demands on their time posed by employment and/or child rearing.

Although many part-time students often attend classes in the evening when work is over or when someone else can look after their children, other re-entry women go to school part-time to test their ability to "make it" as a student, or because financial constraints prohibit full-time study. In these cases, the re-entry student may be attending school, part-time, during the day.

Bearing in mind that many re-entry women are part-time students, institutions that want to attract and retain these students need to examine the following barriers which limit part-time educational opportunities:

- restrictions on financial aid (part-time students are often excluded from applying for certain types of aid);
- class schedules which require that students spend a great deal of time on campus between classes;
- unavailability of faculty advisers and administrative services during the hours when part-time students are on campus;
- lack of short-term child care; and
- residency requirements which specify that a certain number of courses must be taken as a full-time student in order to complete a degree.[6] This requirement, especially in graduate programs, is a particular hardship for many women. Some women can *only* attend school part-time, particularly those with small children and/or those who must work to support their families. They *cannot* fulfill such a requirement—no matter how long they attend the institution or how many credits they earn. For some, this requirement has meant postponing their education for many years.

What the Institution Can Do

- **Allow students to fulfill residency requirements through part-time study.**
- **Gather data about part-time students to help in planning student services** such as counseling, and to assess adequacy of institutional policies and practices.
- **Provide child care** in evenings and a short-term "drop-in" service during the day.
- **Reassess financial aid availability to see if part-time students are adequately served.** Since the proportion of part-time students is rising, the amount of aid allotted to them may have to be shifted.[7] Examine all institutionally determined aid to identify which ones are artificially limited to full-time students, and which can be used for part-timers as well.
  The University of Minnesota has established a separate aid program called "Minnesota Part-Time Student Assistance."
- **Help change faculty attitudes about part-time students by providing them with information about the institution's policy.**
- **Encourage faculty members and administrators to consider the schedules of part-time students when they set office hours.**
- **Make a lounge available to part-time students** so that they may study or meet other part-time students between classes. Part-time students often do not find the campus as "friendly" as full-time students, partly as a result of their lack of a place to congregate. To counteract this, some schools have set aside "commuter lounges."

- **Develop special materials for part-time students,** detailing policies, procedures, office hours of student services, etc.
- **Include materials on part-time study in recruiting activities and information.**[8]
- **Explore innovative options for scheduling part-time study,** such as weekend college and short-term evening and morning classes.

Evening Programs

Re-entry students who attend class in the evening often do so as part-time students, although it is possible in some schools to be a full-time student taking classes at night. The drawbacks of evening study are primarily related to scheduling, as the following example attests:

> *"After getting home from work, and fixing dinner, I barely had enough time to make my 7 p.m. class. The campus library closed at 9 p.m.—just as my class would end."*

The problem here is not that the evening classes are scheduled at the wrong time. To the contrary, evening divisions are often the only viable means for employed women or those with small children to go to school. However, the accompanying services that many students need must also be available in the evening if the program is going to be successful. Often evening students cannot easily "get away once in a while" during the day to fill out forms in the financial aid office, talk to an academic counselor, pick up test scores, or use the library. Sometimes they must miss a day of work or hire a baby-sitter before they are free to do these things. The school that requires evening students to revert to daytime hours for certain procedures sends out the signal that night students are not as important as day students. To avoid giving this impression, institutions can make alternative arrangements so that the student services that the available as a matter of course during the day will be accessible at some time during the evening as well.[9]

What the Institution Can Do

- **Develop a task force of re-entry women taking evening courses.** Ask them to point out specific scheduling problems on campus and **solicit suggestions for improving the situation.**
- **Encourage faculty and administrators to schedule office hours during the evening at least once a week.**
  For example, at the C.W. Post Center of Long Island University (NY), the offices of Admissions, Registration, Bursar, Financial Aid and Academic Advising, and the Student Book Exchange all have weeknight and/or weekend hours.
- **Make sure that security problems are not discouraging re-entry women** from attending class in the evening.
  Some schools have instituted programs to escort students to their cars or to public transportation after dark.
- **Consider opening and closing libraries and other services later on specific days.** This accommodates evening students without increasing expenditures for these services.
- **Provide a separate orientation program for evening students** to acquaint them with institutional policies and the student services available.
  For example, Baruch College (NY) has developed a seven-session orientation program for evening students that includes: getting acquainted exercises; a preparation of a list of common concerns; explanation of school procedures and services; information on financial aid, student rights, and grading; a discussion on study skills; a tour of the library; and a chance to comment on the orientation and bring up any other subjects for discussion that seem germane.[10]

Weekend Colleges

One of the newer scheduling alternatives for adult students is the "weekend college." Briefly described, a weekend college enables adults to attend classes on campus from Friday evening to Sunday afternoon several times a month, with the objective of earning an associate, undergraduate, or graduate degree. At some schools a weekend college student with a full course load can earn a degree in about the same time as a full-time "traditional" student. Programs vary somewhat from campus to campus, with some schools providing overnight dormitory facilities (Mundelein College, IL), meal programs (Marymount College, NY), and programs for children of students (C.W. Post Center of Long Island University, NY).

Since weekend colleges are still relatively new, many institutions offer a rather limited scope of degree programs through this plan. Undergraduate degrees in business, management, communications, and human services are among those most often available in a weekend college format. In many weekend degree programs, over 80 percent of the students are already working full-time and are pursuing a weekend degree for professional advancement. Some businesses encourage their employees to participate in weekend colleges by providing tuition reimbursement.

Aside from the obvious benefits that weekend degree programs afford the sponsoring institution, such as maximum use of facilities during an otherwise slack period and increased income, weekend colleges can be especially helpful to re-entry women as well. The scheduling of courses outside the work week clearly serves women who are in paid employment, or who are unable to leave their family responsibilities during the week. When available, the provision of dormitory space on campus for the weekend provides an amenable atmosphere for study, away from the distractions of home. At many schools, the number of women enrolled in the weekend college is double

or even triple the number of men attending. (At C.W. Post Center of Long Island University, NY, the ratio of women to men enrolled is three to one.)

What the Institution Can Do

- **Establish a weekend college** where degrees can be earned by re-entry students in approximately the same amount of time that traditional full-time programs require. **Also allow part-time study within the weekend college.**
- **Develop publicity material,** including lists of admission requirements, tuition, financial aid available, and outline of a typical program, noting: how many weekends of classes are needed for each course, how many courses or credits are needed for graduation, and how long the total program would take. Include material describing how the weekend college is especially helpful for re-entry women.
- **Encourage local businesses to participate in tuition reimbursement plans for their employees who attend the weekend college;** employers may thus be eligible for a federal tax break. Find out if there are any particular courses or degrees that these businesses would want their employees to take if they were offered. For example, if a particular business needed computer management experts and the local college or university was able to incorporate courses in computer management science into a weekend degree program, many women would be encouraged to re-enter school to upgrade their job skills.[11] Programs such as these are particularly helpful to women who have been out of the job market for some time or are seeking to enter a field where new skills are now needed.
- **Plan activities to get families involved.** Offer a wide variety of credit and non-credit courses on weekends so that families may arrive on campus together and take the particular classes that appeal to them.
  For example, Long Island University's C.W. Post Center (NY) offers a creative arts program for children of weekend college students who are five years of age or older. C.W. Post also has a tuition discount for husbands and wives who enroll in the same course.
- **Include remedial help[12] as part of weekend programs.** For example, some women with "math anxiety" might consider enrolling in weekend colleges if math and/or other remedial classes were also available on weekends.
- **Examine policies to insure that students can combine weekend college classes with regular college day and evening classes.** Mundelein College (IL) does this.
- **Provide lodging for weekend college students and meal plans when possible.** This will encourage students who live farther away to attend.
  The College of Notre Dame of Maryland provides dorm space and has tripled its weekend enrollment within four years.
- **Allow students to incorporate experiential credit into their weekend college program.**
  At Marymount College (NY) for example, students may apply for life/work experience credit upon completion of one trimester of the weekend college.

Summer Programs

Summer school has been around a long time. Many new courses with eye-catching titles start as summer courses when faculty use the summer sessions to try something different. But whether summer classes cover innovative or standard material, whether they are taken for credit or not, the demands of summer programs on the student are usually just as stringent as those in fall-to-spring courses.

Summer programs can be especially helpful for women who want to re-enter school. Women with children may be able to attend summer classes that take place while the children are in camp or at other supervised community center activities. Additionally, classes may coincide, at least partially, with vacation time that working women have. This would allow re-entry women more time to concentrate on study as they ease back into the academic world.

Apart from the convenience of scheduling for re-entry women, the content and presentation of summer programs can offer an appeal all their own. The summer "atmosphere" often takes some of the edge off the anxiety that new or returning students may experience. Once these students gain confidence in their ability to do well in summer school, it is not uncommon for them to continue their studies in the fall. For this reason, returning to school by way of summer session may appeal to many re-entry women.

What the Institution Can Do

- **Publicize the fact that new or re-entry students can learn their way around the campus during a less hectic time by enrolling in a summer course.**
- **Provide an orientation session for summer students** that is just as complete as the one offered in the fall.
- **Offer short courses of intensive study** so that employed re-entry women can complete a course during vacation time.
  At Cornell College (IA), students can take "One Course At A Time." Each course lasts 3½ weeks and allows students not only to give their undivided attention to a single subject, but also to complete a course while on vacation or on release-time from work. To qualify for the re-entry program, students must be at least 25 years old, and must have already completed two years of college. As another example, the C.W. Post Center of Long Island University (NY) offers a Spanish

summer program for students who want to master the language and learn about the cultural, historical, and literary background of Mexican and Spanish American culture. The course includes three Saturdays of intensive preparatory lectures and three weeks of touring in Mexico.

- **Schedule basic skills and remedial courses as part of the summer offerings.** Many re-entry students would welcome the chance to take this type of course in the summer to prepare for study in the fall.

  At the College of St. Catherine (MN) the "Summer Re-entry Adult Program" includes courses in study skills, basic math review, efficient reading, and career development for women.
- **Provide child care for the children of students enrolled in summer courses.** This could be part of a "summer camp" for the entire family, offering credit courses for adults and planned activities for children.[13]

CREDIT FOR PRIOR LEARNING

Experiential Learning Credits

Within the last few years, a new method for obtaining credit has gained wide acceptance. Called "credit for experiential learning," this option is based solely on what has been learned outside the classroom. According to the Council for the Advancement of Experiential Learning (CAEL), over half of the colleges and universities in the U.S. accept some type of credit for experiential learning.

The philosophy behind experiential learning credit is that *what* is learned is more important than *how* it is learned. The focus is on learning rather than experience per se. For example, if a woman learned the rudiments of stage design through participation in community theatre, she might be eligible to receive college credit, comparable to a course in set design.

For re-entry women, the kinds of experience they can draw upon when applying for this kind of credit generally fall into three categories:

- community and volunteer activities (such as fundraising, editing a newsletter, organizing and running a committee, publicizing an event, etc.);
- job experience (this can be as varied as the job —anything from advertising to zoo keeping); and
- homemaking (such as teaching children, money management, interior decorating, meal planning, gardening, etc.).

In order to evaluate what has been learned through experience, most colleges and universities require that the student submit a "portfolio." A typical portfolio would include: a table of contents, resume, autobiography, descriptions of learning, specific requests for credit or recognition of learning (often corresponding to the institution's catalog), and appendix (with actual documentation and work samples). This portfolio provides the institution with visible evidence of learning and helps the institution to determine the number of credits that the experiential learning warrants. Most institutions charge a fee for assessing portfolios, and some schools require that the student take a course in portfolio development, prior to submitting their own for evaluation.

How Learning May Be Evaluated

Depending on the institution, experiential learning is generally evaluated one of three ways:

- it is considered equivalent to a particular course requirement, and credit is awarded in that subject area or as an elective, and will count toward graduation;
- it is considered equivalent to a particular course requirement, but no credit is awarded. However, the student is then free to take another course that will count toward graduation; or
- it is not considered an equivalent for a particular requirement, nor does it earn credit, but allows the student "advanced placement" in a certain subject.

There is usually a limit on the number of credits that may be earned through experiential learning; at some schools, 36 credits is the maximum. However, institutions differ widely in the amount of credit they will allow. At Orange Coast College (CA) for example, a student may earn up to 100 percent of all credits toward an associate degree through experiential learning.[14] Once this credit is earned, it usually transfers fairly easily at the undergraduate level to other schools that grant experiential learning credit. However, it may be extremely difficult, if not impossible, to earn or transfer such credit at the graduate level, or to transfer this type of undergraduate credit to colleges which do not grant credit for experiential learning in their own baccalaureate programs.

Advantages of Experiential Learning Credit

Not only does experiential learning credit allow the re-entry woman to return to school with recognized credit, but it also has the psychological benefit of validating the fact that her time out of school has not been wasted. For a re-entry woman, this can be a decisive factor in bolstering her confidence and reinforcing her resolve to complete a degree. As a result, experiential learning credit often acts as a catalyst—giving potential students the inducement they need to become re-entry students. For the institution, this translates into higher enrollments and an influx of more students.

What the Institution Can Do

- **Set up a committee to explore experiential credit** if it is not already offered at the institution. Make sure that faculty are included in the discussion, since their approval is critical to the acceptance of experiential learning. (Many publications and organizations exist which can help determine if experiential credit would be appropriate in cer-

tain instances. Some of these resources are listed at the end of this paper.)

- **Recognize that non-paid experience is analogous to paid experience.** Award credit to students who have proven competencies learned through community service, volunteer work, and homemaking, in addition to awarding credit for learning in a paid work experience.
- **Accept experiential credit in transfer.** Work with other schools to set up mutually acceptable criteria for this type of credit transfer.
- **Publicize the fact that experiential credit is accepted in transfer and offered at the institution.**
- **Distribute brochures about the availability of experiential credit** around the community, and especially at nearby businesses. Ask for the cooperation of personnel offices in designating one person to act at a liaison with the school in referring employees interested in furthering their education.
- **Offer workshops to explain how experiential credit is assessed.** These can be integrated with outreach and recruiting programs for adult students.[15] Utilize re-entry women who have been granted experiential credit to explain how they went about it to other potential students.
- **On transcripts, make sure that the information about experiential credits is as easily understood as that of traditional courses.** This can be done by equating the experiential learning to a similar course, or by providing a full explanation of what the student learned. This is critical to students who want to pursue further education, and who may be seeking to enter a school which is not as familiar with experiential learning.
- **Explore the acceptance of experiential credit at the graduate level.**

NON-COLLEGIATE COURSES

Many re-entry students have already taken non-collegiate courses through volunteer organizations, businesses, associations, or the military, and there is a growing trend for institutions to accept credit for many of these courses, based on an evaluation of their comparability to traditional college material. A number of publications are available to help schools evaluate the worth of non-collegiate courses, some of which are listed at the end of this paper.

What the Institution Can Do

- **Accept credit for non-collegiate courses that have been recommended by the American Council on Education** (ACE) **or another reliable source** (see Selected List of Resources).
  For example, the College of Liberal Arts at the University of Minnesota accepts credit for courses taken through the United States Air Force Institute and other divisions of the armed forces, based on ACE recommendations.

CLEP TESTING AND OTHER EXAMINATIONS

Taking a test to prove proficiency in a subject area is no longer as "nontraditional" an idea as it once was. Many re-entry adults find that they can save considerable time in working toward a degree by "testing out" in courses where they already possess a body of knowledge. For example, an institution might allow a re-entry woman student to take a test in English composition, and, if she passed, exempt her from that requirement. Institutions are finding that having the option to test out of courses is a very attractive recruiting device, in addition to providing the re-entry student with a way to get a head start in earning credits toward a degree.

Examinations for testing out may take the form of standardized tests or faculty-designed tests, sometimes called "challenge exams." Although credit earned through standardized tests is often transferable, especially at two-year institutions, credits earned through faculty-designed tests are usually not accepted at other institutions.

The most commonly used standardized test for obtaining credit is the College Level Examination Program (CLEP), developed by the College Entrance Examination Board (CEEB). CLEP exams are held during the third week of each month at more than 1,000 centers in the U.S. There are two kinds of CLEP tests: general examinations — given in humanities, natural sciences, social sciences, mathematics, and English composition—which allow students to earn lower division credit for distribution requirements; and subject examinations given in 47 different subject areas to enable students to obtain credit for individual undergraduate courses. Both types of examinations consist of multiple choice questions, while some of the subject examinations require an additional essay section. These tests are scored by the CEEB but it is up to each institution to determine what constitutes a passing grade for each CLEP exam at their school. This guarantees that schools accepting this kind of credit by examination need not deviate from their own standards of quality by employing a standardized test. Students who want to improve their scores must wait six months before taking a CLEP test again.

American College Testing also offers a group of standardized tests, called the Proficiency Examination Program (PEP), which corresponds to a variety of upper and lower division courses. New York state is the only state to have its own College Proficiency Examination Program (CPEP).

Most institutions limit the number of credits that can be earned through testing although a year's worth of credit is not uncommon.[16] However, there are some institutions where an entire undergraduate degree may be earned through testing. For example, the Regents External Degree Program of the University of the State of New York offers nine associate and baccalaureate degrees which may be obtained entirely through examination credit. Although most graduates of this

program have used a combination of methods to achieve their degrees, about ten percent have done so entirely through testing.[17]

Growing Support for Credit By Examination

Almost half (48 percent) of the admissions and testing directors surveyed at 1,300 colleges and universities by the College Entrance Examination Board expect an increase in credit by examination within the next five years.[18] This prediction is based on:

- growing support for testing by faculty and administrators,
- an increase in the number of adults returning to college,
- colleges' growing commitment to continuing education for adults, and
- the ability of credit by examination to meet the needs of both adult students and the institution.

What the Institution Can Do

- **Accept examination credit in transfer,** since many re-entry women are transfer students.
- **Have a clear policy about credit by examination:** who makes the decision(s) to accept credit, time frames, procedures, etc.
- **Periodically review current policies, procedures, and campus materials regarding the acceptance of credit by examination** to insure that the needs of the changing student population are being met.
- **Develop a brochure or other materials describing institutional policy,** the kinds of examination credit accepted, whether there is a charge, and where and when they are given.
  At the University of Minnesota, a brief booklet entitled, "Credit by Exam" has been developed by the Student Personnel Office and is distributed widely across the campus.
- **Encourage students to take CLEP tests or challenge exams *before* they plan their degree program,** since test results may affect which courses they need to take.

EXPANDING THE CAMPUS

External Degree Programs

Despite the existence of alternative scheduling options, many potential re-entry women still cannot arrange to attend class on campus. Sometimes the women live far away from the school, or cannot leave job or home responsibilities for any substantial amount of time. For these women, an "external degree" may be the answer.

External degrees are not new but, like other nontraditional methods of getting a degree, are often not well-known. By definition, an external degree is one that is earned primarily off campus without classroom-type instruction. Instead, external degree coursework often takes the form of self-directed study, with faculty acting as advisers rather than instructors. The total amount of time that a student would need to spend on campus in such a program varies anywhere from no time to a few weeks, depending on the school. In most cases, the degrees offered externally are limited to the associate and baccalaureate level.

Students are usually required to draw up a "learning contract" of some sort, specifying what they will do, and what they will be expected to learn in each subject area in order to receive credit. The actual coursework may be divided into separate assignments or more inclusive projects, requiring extensive reading, research, writing, or some sort of presentation, based on the student's major. For example, an art student might be required to read certain books on technique and art history, turn in progress reports in the form of papers and sketches, and present a final project in oils for a particular course.

The fact that the student can work at his or her own pace makes it difficult to generalize about how long it takes to earn an external degree. However, the number of credits required for graduation from an external degree program is usually comparable to that required for a "traditional" degree. For example, a typical graduation requirement for a bachelors degree would be 120 semester credits in both cases. A student earning 15 credits per semester might be able to complete an external baccalaureate degree in about the same amount of time as a traditional student—four years. However, the independent work involved in an external degree program often takes more time than a regular class, and since external degree candidates generally have other pressing responsibilities, such as employment and/or family, it is not unusual for them to take longer to obtain the degree.

External degree programs also accept credit for prior experience, by enabling students to apply credit for approved non-collegiate course work, CLEP, or other examination credit, and credit for life experience toward their degree. As a result, the amount of credit accepted for a student's prior experience by an institution can considerably shorten the time needed for a student to earn a degree.

What Are External Degrees Worth?

A recent survey of graduates from external degree programs shows that the degree is increasingly recognized by other institutions and by the work place. It noted that "Women as a group profitted especially, as did those who were at the lower end of the occupational spectrum prior to degree completion." Also, 89 percent of those surveyed who applied to graduate school were admitted.[19] A possible reason why the other students were not admitted may be found in the nontraditional wording of their transcripts. Specifically, these students reported that their external degree transcripts either did not include a grade point average or equivalent, or did not contain clear information about the nature of the work they had completed. Unfortunately, if ambiguous methods are used to evalu-

ate an external degree candidate's progress, they may eventually obscure the quality of the education received.

University Without Walls

One type of external degree program that has become popular is the "University Without Walls." This idea expands the student's options to include many specialized courses of study that would not ordinarily be available on his or her particular campus, by allowing the student to consult with experts outside of the university. Most University Without Walls programs also accept credit for prior learning. The major distinction between other external degree programs and University Without Walls is that the former can be taken off-campus in traditional subject areas while the latter caters to nontraditional subject specialization, using on- or off-campus resources.

Because of their flexibility, both general external degree programs and University Without Walls programs have enabled many re-entry women to complete degrees. The more demands a re-entry woman has on her time, the more flexibility she needs from a degree program.

What the Institution Can Do

- **Survey the surrounding community to determine if external degree programs need to be initiated, modified, or expanded.** Gain the support of faculty and community groups *before* proceeding with program design or changes.
- **Design all degree programs with *coordination* in mind.** For example, it should be possible for a student to combine credits from an external degree program, a traditional on-campus program, experiential learning, and testing to work toward one degree.
- **If off-campus learning or extension courses do not count toward the institution's residency requirement, state this clearly in the catalog.**
- **If students in external degree programs are required to have a certain amount of personal contact with staff and faculty, arrange to have these "campus contact" sessions at locations near those students for whom this is a serious barrier.** For example, these sessions could be held in shopping centers, church halls, community centers, and grange halls.
- **If students are not accepted into an external degree program, let them know why and give them the opportunity to re-apply.**
  At the University of Minnesota, students applying to their University Without Walls program are informed in writing whether or not they have been accepted. If a student is not accepted, the admissions committee provides a statement of the reason for this decision. Students are then free to re-apply.
- **Make sure transcripts for external degree students are clear, concise, and in no way limit their chances for being accepted for future study.** For example, if grade point averages are not used at the degree granting school, arrange to include information that can be easily converted to a grade point average.
- **Accept students with external degrees for graduate study.**

Components of Off-Campus Learning

To facilitate off-campus learning, some institutions have developed courses that reach the student by television, radio, and/or newspapers. These media are then supplemented by the usual components of correspondence study—texts, workbooks, and lately, cassettes. While courses over radio and television can more closely resemble classroom lectures, newspapers and cassettes allow students to re-read the material or play it back.

In addition to these aids, some schools, such as Kirkwood Community College (IA), have instituted telephone networks which enable students in rural areas to gather at a nearby "audio center" to communicate with the teacher at a distance.

Many adult students respond well to multimedia courses, and many re-entry women have already taken advantage of them to earn credit toward degrees. A viewer profile conducted by the University of Mid-America[20] showed that over two-thirds of its television course viewers were women.[21]

Besides increasing the access of education to rural or homebound adults, multimedia courses also allow potential re-entry students to sample college-level work at home without embarrassment. This introduction to higher education often demonstrates to adults that they *can* keep up with college-level coursework. Given this encouragement, many re-entry women have gone on to enroll in degree programs, confident that their investment of time and money will be well-spent.

In addition to providing a convenient way for off-campus students to participate in college study, multimedia courses also serve as a recruiting device. The appearance of courses over the airwaves has stimulated many adults, including re-entry women, to consider furthering their education.

What the Institution Can Do

- **Offer correspondence courses for credit.**
  For example, the Extension Program of the University of Wisconsin provides correspondence courses in addition to offering classroom instruction at many different locations throughout the state.
- **Allow students to earn credit by participating in multimedia courses** over television, radio, in newspapers, or on cassettes.
- **Offer television courses at convenient times for adults.**

New York University's "Sunrise Semester" (a credit television course) for instance, is broadcast early in the morning, a time which may be especially helpful to re-entry women who work outside the home, or whose children would be demanding attention by 8 a.m.

- **Repeat radio courses at different times** to allow students with different schedules to be accommodated.
  For example, the C.W. Post Center of Long Island University (NY) runs "Curriculum of the Air" twice daily on WCWP-FM radio.
- **Cooperate with other institutions to sponsor multimedia courses.** For instance, the University of Maryland and the Maryland Center for Public Broadcasting have joined with local colleges and universities and public and cable television stations across the country to form the National University Consortium. This consortium plans to provide television broadcasts, materials, and optional classroom and telephone tutoring.[22]
- **Arrange for cassette recording of regular classes for enrolled students who have missed a class or who cannot regularly attend class on campus.**
  The University of Michigan at Dearborn has done this with twelve undergraduate courses. Faculty members have edited the tapes and provided study guides, so students need come to campus only to take exams.
- **Provide a telephone network for students in rural areas** to participate in classroom-type discussion with their teacher and other students.
- **Establish a toll-free number for students to call faculty** if they have questions about their home-study course work.
- **Accept correspondence and multimedia courses in transfer.**

Cooperation With Business and Other Organizations

Since the percentage of women in the workforce has been growing steadily, more women than ever before are seeking to enhance their careers through additional education. For these re-entry women, cooperative programs between their employer and local colleges and universities seem appropriate. Often, a school will tailor a program specifically for a local business, offering the class at the workplace. For example, Tektronix, Inc., a large electronic equipment company in Oregon, has arranged with four schools to provide classes for its employees at three company locations. Associate, baccalaureate, and masters degrees are available through this arrangement, called the "Tektronix Education Program." Students who complete their courses with a "C" or above get complete tuition reimbursement for job-related subjects, and 50 percent for other courses.[23]

Another cooperative effort has been initiated by Pace University (NY) and the National Council of Negro Women to offer associate degrees to individuals employed in clerical positions through an "afterwork program."[24] Other examples abound—involving unions, corporations, associations, colleges, and universities. Often the arrangement was suggested by the school, employers, other interested groups, or the employees themselves.

What the Institution Can Do

- **Contact local businesses and organizations to see if they would be interested in sponsoring an adult education program for their employees or constituents.**
- **Offer courses for credit at local businesses and other convenient locations.**
  For example, Queensborough Community College (NY) offers three-credit courses at regular tuition in the Fresh Meadows, New York branch of Bloomingdale's department store.

Cooperative Education and Internships

Although it is still considered nontraditional by some, cooperative education has become one of the fastest growing academic trends in the last decade.[25] In essence, cooperative education combines academic coursework with on-the-job or "internship" learning. This may take place simultaneously during the school year, or the student may spend one portion of a year studying and the remainder working in a chosen field. To participate, students usually need to be enrolled in a degree program, to have earned a specified number of credits, and to have maintained a certain average. The role of the school's "cooperative education" or field placement office is usually to identify and approve internship possibilities related to students' career goals, make contact with local employers, and suggest suitable student candidates to these employers for the job. Students then interview for the job themselves. In this paper, the terms "cooperative education" and "internships" are used synonymously, although some institutions define internships as non-paid and cooperative education placements as salaried positions.

By combining the theoretical and the practical, cooperative education gives students a solid introduction to the subject studied and experience in the field that may lead to permanent employment. It is not uncommon for former interns to be offered permanent jobs upon graduation[26] or to be offered employment on the strength of a recommendation from the organization where the student was an intern. At the University of Maryland, for example, about 83 percent of the students participating in the co-op program were placed after graduation as a result of this experience.

Are Re-entry Women Included?

Since most re-entry women are ultimately preparing for employment or advancement when they enroll in school, cooperative education seems especially suited to them. Unfortunately, *most re-entry women*

have never participated in a cooperative education program. Why? Because most programs were designed for a different audience. For example:

- some programs are open only to undergraduates while many re-entry women are pursuing graduate degrees;
- the programs may be geared to young, inexperienced students and may not provide slots for adult students who have already handled a great deal of responsibility;
- the subjects in which cooperative education is available may not coincide with their employment goals;
- academic credit may not be available for the work experience, which would slow down progress toward graduation, especially if the re-entry student is attending part-time;
- internships may not be available on a part-time basis;
- the work schedules of the cooperating businesses may be too inflexible to accommodate a re-entry woman, especially if she has young children; and
- there may not have been any attempt to acquaint re-entry women with the option of cooperative education.

Many of these difficulties stem from the fact that colleges and businesses often still believe that the greatest pool of employable talent is found within the 18-22 year old student population. Not surprisingly, they cater to this group and seek to develop their potential. However, by focusing on the needs of young students, businesses and cooperative education programs may be inadvertently closing the door on adult students and *their* potential to bring expertise and maturity to the task of learning new skills. Because most adult students attend school in their own neighborhood (while many younger students do not) the academic institution which provides these adult students with internships can make a direct contribution to the well-being of its own local community, as well as helping re-entry students themselves.

A Program Just For Re-entry Women

Some schools have recognized that cooperative education programs have generally not been set up with the needs of re-entry women in mind and have tailored new programs to fill this gap. One example is "Project Ahead"[27] at the University of Kentucky. Project Ahead's mission is to provide one-semester, paid internships to women over 25 who are returning to school at the sophomore, junior, or senior level. This custom-made program grants three or more academic credits, provides individual assistance to each intern, and offers "life/work planning seminars" for interns to share their experiences with each other. In addition, Project Ahead seeks local business leaders to address the interns. This practice not only allows interns and business representatives to learn more about each other, but also enables the university as a whole to strengthen its ties to the business community. (In some instances this has been the only contact that certain companies have ever had with the university.)

What the Institution Can Do

- **Offer the option of cooperative education to associate, undergraduate, and graduate degree candidates.**
  American University (DC) opened its cooperative education program to graduate students last year, enabling many adult students to participate for the first time.
- **Periodically reassess cooperative education programs** or design new ones, based on the changing needs of students and the development of new career paths. **Encourage students, including re-entry women, and business leaders to participate in evaluating the programs.**
- **If students cannot earn credit in their major by taking part in cooperative education, allow them to earn elective credit.**
- **Let students "try out" new fields of interest through cooperative education.** Since many re-entry women, like other students, *do* change their major when they return to school, this would give them a chance to see if their employment expectations of the new field are realistic.
  At American University (DC), for example, students usually take placements in two different job areas.
- **Keep adult students in mind by asking businesses to design internships with more responsibilities than those usually reserved for younger students.**
- **Encourage internships with businesses that allow flexible work schedules.** This is often an important factor for adult students, who tend to have more demands on their time than "traditional-age" students. **Encourage the development of half-time internships, or shorter time internships for part-time students.**
- **Seek out employers who provide child care facilities on the premises or who make special arrangements for employees with children.** Developing internships with such employers might well remove the largest obstacles to re-entry women's participation.
- **Contact the Cooperative Education Program of the U.S. Department of Education for information on federal assistance to cooperative education programs.**
- **Encourage local businesses to provide funding for cooperative education for women and minorities as part of their affirmative action program.**
- **Provide each re-entry woman in cooperative education with a "mentor."**
  Drake University (IA) introduces every re-entry woman in their program to a successful woman in the same field.
- **Offer workshops to train faculty on how to help**

students, including re-entry women, to obtain the most benefit from co-op programs.
American University (DC) does this, and assigns faculty advisors on the basis of the internship rather than the student's major.

- **Establish links between the cooperative education office and other campus-based services** to publicize the option of cooperative education and broaden its appeal.
  For example, Project Ahead at the University of Kentucky (mentioned earlier) co-sponsors seminars on management with the Office of Minority Student Affairs. Other possibilities for co-sponsorship could include job workshops, resume writing, and interviewing skills programs with the career placement office; self-assessment and confidence-building workshops with the counseling service; and talks by the faculty in any department that co-op students would like to know more about.
- **Send a special mailing to local businesses, to remind them that adult students are also available for internships.**
- **Invite business representatives to speak with groups of prospective cooperative education re-entry students** and answer their questions. This allows both potential employers and employees to explore mutual responsibilities and activities.
- **Include pictures of and stories about re-entry women in cooperative education publicity materials. Make these materials available** in the admissions office, women's centers, displaced homemaker programs, and at other locations around the community.
- **Develop ways to insure that re-entry women know that cooperative education exists** and that it is open to them.
  For example, the University of Kentucky's Project Ahead published a newsletter and sent it to all of the adult women undergraduates registered at the university.
- **If cooperative education is available in a given subject, include this fact under the course description in the catalog.**
  Northern Virginia Community College includes the following statement after appropriate courses in its catalog: "Students in this curriculum are urged to investigate the potential benefits of Cooperative Education. For further information, see the Cooperative Education Program Section."
- **Invite re-entry women who have participated in cooperative education to come back and speak to potential re-entry women participants.** This is now being planned at the University of Maryland in College Park.
- **Make referrals to other agencies or offices when the student's job request cannot be taken care of by the cooperative education office.**
  At the University of Minnesota, for example, the office for special learning opportunities keeps listings of many other internship opportunities available outside their office.

Special Populations[28]

Re-entry women who are handicapped, elderly, educationally disadvantaged, on low incomes, or members of minority groups have special needs. In many cases the strategies addressed in this paper are particularly appropriate for these women.

For example, students who have difficulty in getting to campus for physical reasons can benefit from courses taught over the radio, on television, through correspondence, or other means of home study. Many low-income students may find that cooperative education—providing study and a paying job—may be the best solution for them. Part-time study, evening programs, weekend colleges, and summer sessions may also be successful in helping working students participate in higher education.

What the Institution Can Do

- **Inform whatever offices that exist on campus for special populations** (such as offices for minority affairs, handicapped students, affirmative action, women's centers, etc.) **about the existence of nontraditional ways of earning credits. Ask for their suggestions on how to reach more students and enlist their help in outreach programs and in developing new programs.**
- **Provide signers for the deaf at weekend colleges, evening classes, and other nontraditional programs** to encourage hard of hearing re-entry women to attend.
- **In cooperative education programs, encourage liaisons with businesses that have demonstrated their commitment to helping minority employees advance.**
- **Offer remedial programs during evening programs or weekend colleges to assist educationally disadvantaged re-entry women** who cannot attend class on weekdays.
- **Publicize the existence of nontraditional study methods through community groups,** visiting nurse services, etc. to reach potential re-entry women who are elderly, live in rural areas, or are homebound.

Legal Considerations

Although policies regarding nontraditional methods of obtaining a degree are generally best decided by individual college and university administrators, two federal laws may affect these policies:

- *Title IX of the Education Amendments of 1972*

Title IX generally prohibits institutions receiving federal funds from discriminating against students on the basis of sex.[29] Thus, policies must be the same for both sexes. For example, an institution could not have different admissions requirements to external degree programs for men and women. In addition,

policies and practices which are ostensibly fair on the surface but which disproportionately affect one sex more than the other may in some instances be considered discriminatory. For instance, women's groups claim that restrictive policies which do not allow part-time study are discriminatory against women, even though the policy applies to both men and women alike.[30] They note that more women than men are likely to be affected.

- *The Age Discrimination Act of 1975*[31]

This Act prohibits unreasonable discrimination on the basis of age in federally assisted programs and activities. Age is not defined; the Act generally prohibits discrimination on the basis of age *at any age*. Policies which seem reasonable for students 18-22 may deliberately or inadvertently discriminate against older women (and men), and may violate the Act.

Admissions policies which restrict students on the basis of age are illegal. Not allowing a woman (or man) to enter a particular program because she is "too old" violates the Act. Additionally, policies and practices which have a disproportionate effect on older women (and/or men) may also be considered discriminatory in some instances. For example, if older applicants have more difficulty in being accepted in cooperative education programs than the traditional 18-22 year old students, there may be a violation of the Act.

CONCLUSION

Re-entry women are part of a distinct and growing student population whose educational requirements often differ from those of younger "traditional" students. Many institutions have initiated "nontraditional" methods for accommodating adult students, especially re-entry women, but the existence of these routes is not always well-publicized or well-understood. It is important, therefore, that the purpose and scope of these programs be fully discussed by administrators and faculty before they are instituted, and fully explained to students afterwards.

Colleges and universities need to be increasingly open to new strategies for presenting education to adult students, who will in the future comprise at least half if not the majority of students enrolled. In the meantime, institutions need to coordinate those nontraditional avenues already available. Such coordination must occur not only within institutions so that students can combine traditional and nontraditional paths to earn a degree, but also in cooperation among institutions so that students whose education is interrupted will be able to transfer the "nontraditional credits" they have already earned.[32]

NOTES

[1] The College Board, as cited in *Washington Business*, June 9, 1980, p. 23.

[2] U.S. Department of Labor, *Monthly Labor Review*, August, 1979.

[3] Commission on Nontraditional Study, *Diversity by Design*, San Francisco: Jossey-Bass, 1973, p. 15.

[4] Child care, financial aid policies, and other topics concerning re-entry women are addressed in separate papers by the Women's Re-entry Project, Project on the Status and Education of Women, Association of American Colleges.

[5] See also the paper on part-time study by the Project on the Status and Education of Women, Association of American Colleges, in press.

[6] See also, "Barriers to Re-entry Women: College Transfer Policies, Residency and Graduation Requirements," Project on the Status and Education of Women, Association of American Colleges, 1980.

[7] The Higher Education Act may be amended during reauthorization to permit institutions to use up to 10 percent of their Supplemental Grant funds, and states to use up to 10 percent of their State Supplemental Incentive Grant funds for aid to less than half-time students.

[8] See also, "Recruitment and Admissions: Opening the Door For Re-entry Women," Project on the Status and Education of Women, Association of American Colleges, 1980.

[9] See also the paper on special support services by the Project on the Status and Education of Women, Association of American Colleges, in press.

[10] Donald Higgins, "Providing an Orientation Program for Evening Students," *Journal of College Student Personnel*, Vol. 20, No. 6, November, 1979, p. 552.

[11] Marymount College in Tarrytown (NY) offers a B.S. in Business with a concentration in Computer Management Science. This weekend program was designed after assessing the needs of students and the surrounding business community.

[12] See also the paper on basic skills and remedial programs by the Project on the Status and Education of Women, Association of American Colleges, in press.

[13] The College Board, Future Directions for a Learning Society, *350 Ways Colleges Are Serving Adult Learners*, New York: The College Board, 1979, p. 17.

[14] Kathleen Beechem, ed. *Opportunities for Prior Learning Credit: An Annotated Directory*. Columbia, MD: Council for the Advancement of Experiental Learning, 1979, p. 16.

[15] See also, "Recruitment and Admissions: Opening the Door For Re-entry Women," Project on the Status and Education of Women, Association of American Colleges, 1980.

[16] College Entrance Examination Board, "CLEP May Be For You," Princeton, NJ: CEEB, 1978, p. 3.

[17] Information obtained from the Regents External Degree Program.

[18] College Placement Council, *Spotlight*, Vol. 2, No. 3, November, 1979.

[19] See Carol P. Sosdian and Laure M. Sharp, *The External Degree as a Credential: Graduates' Experiences in Employment and Further Study*. Washington, DC: U.S. National Institute of Education, 1978, p. 122, and *A Study of the Negotiability and Acceptability of External Degrees: A Survey of Graduates*. Bureau of Social Science Research under contract from the National Institute of Education, Washington, DC, 1977, p. 11.

[20] The University of Mid-America (UMA) is a consortium of eleven state universities: Iowa, Iowa State, Kansas, Kansas State, Minnesota, Missouri, Nebraska, North Dakota, North Dakota State, South Dakota, and South Dakota State. UMA designs and distributes multimedia courses to reach off-campus students. Over 10,000 students have registered for credit through these courses.

[21] *Foundation News*, May/June, 1979, p. 10.

[22] For more information, write to the National University Consortium Project, the University of Maryland, University Blvd. at Adelphi Rd., College Park, MD 20742.

[23] For more information, write to Manager of Education and Training, Tektronix, Inc., P.O. Box 599, Beaverton, OR 97077.

[24] For more information, write to Associate Degree Program, Pace University, School of Continuing Education, Pace Plaza, New York, NY 10038.

[25] K. Patricia Cross, "Cooperative Education for the 1980's," *Journal of Cooperative Education*, Winter 1978-79, as cited in *Career Development Review*, Vol. 11, No. 2, Summer, 1979, p. 22.

[26] Nationally, about 60 percent of all co-op positions lead to permanent jobs, according to the Cooperative Education Office at American University (DC).

[27] This program began with money from the Fund for the Improvement of Postsecondary Education, but has been continued by the University of Kentucky's Office for Experiential Education.

[28] See also the paper on special populations by the Project on the Status and Education of Women, Association of American Colleges, in press.

[29] Education Amendments of 1972 (Sections 901-907), 20 U.S.C. Sections 1681-86 (1972). The Title IX regulation can be found at 34 C.F.R. Part 106 and at 40 *Fed. Reg.* 21428-45 (June 4, 1975). For a description of Title IX, see chart "Federal Laws and Regulations Prohibiting Sex Discrimination in Educational Institutions," the Project on the Status and Education of Women, Association of American Colleges, 1979.

[30] The Education Department has not directly ruled on this issue.

[31] Age Discrimination Act, 42 U.S.C. Sections 6101-6107 (1975). The final government-wide regulation for the Age Discrimination Act can be found at 45 C.F.R. Part 90 and at 44 *Fed. Reg.* 33768-88 (June 12, 1979). The Act also requires each federal agency to issue agency-specific regulations. At the time of this writing (Summer 1980) agencies are in the process of issuing those regulations. See also, "The Age Discrimination Act of 1975 and Women on Campus," the Project on the Status and Education of Women, Association of American Colleges, 1978.

[32] For more information on transfer, see "Barriers to Reentry Women: College Transfer Policies, Residency and Graduation Requirements," Project on the Status and Education of Women, Association of American Colleges, 1980.

SELECTED LIST OF RESOURCES

Organizations

Adult Education Association of the U.S.A.
1225 19th Street, NW
Washington, DC 20036

American College Testing
Proficiency Examination Program
Box 168
Iowa City, IA 52240

American Council on Education
Office of Educational Credit
One Dupont Circle, NW
Washington, DC 20036

College Level Examination Program
The College Board
888 Seventh Ave.
New York, NY 10019

Council for Advancement of Experiential Learning
American City Building, Suite 212
Columbia, MD 21044
Educational Testing Service
Princeton, NJ 08540

University of Mid-America
Office of Marketing and Information
1600 North 33rd Street
P.O. Box 82006
Lincoln, NE 68501

National Home Study Council
1601 18th Street, NW
Washington, DC 20009

National University Continuing Education Association
One Dupont Circle, NW
Washington, DC 20036

New York State Education Department
Office on Noncollegiate Sponsored Instruction
99 Washington Ave.
Albany, NY 12230

Regents External Degree Program
The University of the State of New York
99 Washington Ave.
Albany, NY 12230

University Without Walls
Antioch College
Yellow Springs, OH 45387

Publications

American Council on Education. *The National Guide to Educational Credit for Training Programs*, 1980 edition. 246 pages. Published annually to help postsecondary institutions make effective decisions about granting credit to students who have completed courses outside their sponsorship. Available from ACE Publications Department, One Dupont Circle, Washington, DC 20036. $20.00 (paperback).

Berte, Neal R., ed. *Individualizing Education By Learning Contracts*, 1975. Various approaches to learning contracts, including the "mentor role" of professors. Available from Jossey-Bass Inc., 433 California Street, San Francisco, CA CA 94104. $6.95 (paperback).

Chamberlain, Martin N., ed. *Providing Continuing Education By Media and Technology*, 1980. Effective ways of using television, radio, newspapers, and computer programs to reach students. Jossey-Bass Inc., 433 California Street, San Francisco, CA 94104. $6.95 (paperback).

The College Board. *Credit By Examination Comes of Age: Implications of AP and CLEP for Colleges, Schools, and Students*, 1980. 168 pages. Based on a national invitational colloquium at the University of Wisconsin-Madison. Subjects addressed are: the economics of credit by examination, development of policies, interinstitutional aspects, measurement, historical perspective, future prospects. Selected reading lists follow some sections. Available from College Board Publication Orders, Department C-87, Box 2815, Princeton, NJ 06541. $10.95 (Item # 00122).

Council for the Advancement of Experiential Learning (CAEL). Offers a whole series of publications for institutions and students dealing with experiential credit. A free publication list is available from CAEL, American City Building, Suite 212, Columbia, MD 21044. Publications range in price from $4.00 to $10.00. Toll-free number for information: 1-800-638-7813.

Cross, K. Patricia and Ami Zusman. *The Needs of Non-Traditional Learners and the Responses of Non-Traditional Programs*, 1977. 177 pages. University of California at Berkeley, Center for Research and Development in Higher Education. Available from the Educational Resources Information Center (ERIC) Document Reproduction Service, Computer Microfilm International Corporation, P.O. Box 190, Arlington, VA 22210. $10.03 plus postage, or $0.83 for microfiche. (# ED 150 900).

Ekstrom, Ruth B., Abigail M. Harris, and Marlaine Lockheed. *How To Get College Credit For What You Have Learned As A Homemaker And Volunteer*, 1977. 200 pages, approx. A how-to book for persons who are thinking of entering or re-entering college after spending several years as homemakers and/or volunteers. Includes examples of activities that may earn credit; descriptions of college programs and how they use experiential credit; information on costs, benefits, and possible problems; and lists of resource centers, educational brokering services, and colleges which are members of the Council for the Advancement of Experiential Learning. Available from the Educational Testing Service, Princeton, NJ 08541. $3.00.

Gross, Ronald. *Future Directions For Open Learning: A Report Based on an Invitational Conference on Open Learning Programs*, 1979. 90 pages. Gives an overview of open learning; discusses issues, such as the quality of open learning, research, economics, implications of new technology, public policy, collaboration, outreach; includes a list of major sources of information on open learning. Available from Publication Management and Administrative Services Division, National Institute of Education, Washington, DC 20208.

Harrington, Fred Harvey. *The Future of Adult Education*, 1977. 238 pages. Provides an overview of adult education, its history, present, and likely future. Includes information on off-campus and external degree programs with recommendations for organizing, managing, and funding adult education programs. Available from Jossey-Bass Inc., 433 California Street, San Francisco, CA 94104. $12.95.

Martorana, S.V. and Kuhns, Eileen, ed. *Transferring Experiential Credit*, 1979. Suggests ways for faculty, administrators, and accrediting agencies to work together so that experiential credit can be transferred equitably. Jossey-Bass Inc., 433 California Street, San Francisco, CA 94104. $6.95 (paperback).

Medsker, L.L., and S.L. Edelstein. *Policymaking Guidelines for Extended Degree Programs: A Revision*, 1977. 124 pages. Available from the ACE Publications Department, One Dupont Circle, Washington, DC 20036. $4.50 (paperback).

Meyer, Peter. *Awarding College Credit for Non-College Learning*, 1975. 175 pages. Jossey-Bass Inc., 433 California Street, San Francisco, CA 94104. $10.95.

Miller, Jerry W. and Olive Mills, ed. *Credentialing Educational Accomplishment*, 1978. 257 pages. Contains the report and recommendations of the Task Force on Educational Credit and Credentials of the American Council on Education. Includes bibliography. Available from the American Council on Education, Publications Department, One Dupont Circle, Washington, DC 20036. $16.50 (+$2.00 postage and handling).

National University Continuing Education Association. *On Campus/Off Campus Degree Programs for Part-Time Students*, 1976. 119 pages. Available from Peterson's Guides, Book Order Department, Box 978, Edison, NJ 08817. $4.00 (paperback).

Peterson, Richard E. and Associates. *Lifelong Learning in America: An Overview of Current Practices, Available Resources, and Future Prospects*, 1979. 532 pages. Synthesizes and interprets findings from over thirty large-scale surveys of the interests, preferences, and characteristics of adult learners; includes an extensive resource section. Jossey-Bass, Inc., 433 California Street, San Francisco, CA 94104. $17.95.

University of the State of New York. *A Guide to Educational Programs in Non-collegiate Organizations*, 1977 with 1978 supplement. 415 pages. Lists about 1,100 courses offered by non-academic institutions that have been evaluated by the University of the State of New York and recommended for transfer credit. Available from the Program on Non-collegiate Sponsored Instruction, Cultural Education Center, Room 5C83, Empire State Plaza, Albany, NY 12230. $14.00.

Wilson, James W., ed. *Developing and Expanding Cooperative Education*, 1978. Compares programs at various institutions and offers guidelines for implementing work-study arrangements. Jossey-Bass Inc., 433 California Street, San Francisco, CA 94104. $6.95 (paperback).

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WOMEN'S RE-ENTRY PROJECT

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August 1980

Obtaining A Degree: Alternative Options For Re-entry Women

FIELD TEST

You can assist us in evaluating this paper by completing the following short questionnaire. If you have additional comments, please use the back of this page or add another sheet. It will help us if you return this questionnaire in the enclosed pre-paid envelope by September 30, 1980 to:

Women's Re-entry Project
Project on the Status and Education of Women
Association of American Colleges
1818 R Street, NW
Washington, DC 20009

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CUT ALONG DOTTED LINE

1. What is your primary identification? (Check One)

a. ☐ College president or other administrator. Specify title .....
b. ☐ College faculty member, lecturer, professor
c. ☐ College student
d. ☐ Elementary or secondary school teacher or administrator
e. ☐ State or local education agency employee
f. ☐ Federal employee
g. ☐ Other. Please specify .....
.....

2. In addition, are you: (Check All That Apply)

a. ☐ An affirmative action officer or Title IX coordinator?
b. ☐ Directly involved in programs affecting re-entry women?
c. ☐ At a women's college?
d. ☐ A member of a *campus* committee on women, women's center or women's group?
e. ☐ A member of a *noncampus* women's group, women's center, or advocacy group (WEAL, NOW, National Women's Political Caucus, etc.)?
f. ☐ A member of a women's professional society or women's caucus or committee of an academic discipline?

3. If you are currently at a *postsecondary* institution:

a. Is it: ☐ public or ☐ private?
b. Is it a: ☐ university ☐ other 4-year college ☐ 2-year college or ☐ proprietary school?
c. Is the total enrollment: ☐ under 1,000 ☐ 1,000 to 5,000 ☐ 5,001 to 10,000 ☐ over 10,000?
d. In what state is your institution? .....

4. Do you think this is a useful paper?

a. YES (Respond to **ALL** reasons that apply)
1. ☐ to EVALUATE OR CHANGE POLICIES, such as .....
.....
2. ☐ to START NEW PROGRAMS OR EFFORTS to assist re-entry women, such as .....
.....
3. ☐ to REDESIGN OR IMPROVE EXISTING PROGRAMS OR SERVICES, such as .....
.....
4. ☐ to IDENTIFY NEW RESOURCES
5. ☐ to IMPROVE RECRUITMENT of re-entry women to campus by .....
.....
6. ☐ to TRAIN STAFF to work more effectively with issues regarding re-entry women
7. ☐ to EDUCATE OR INFORM OTHERS about the issues. Specify whom .....
.....
8. ☐ to EDUCATE MYSELF ABOUT THE ISSUES
9. ☐ OTHER. Please specify .....
.....

b. ☐ NO, this paper is not useful because .....
.....

5. What, if any, *important* omissions were there from the paper? (Respond to *ALL* that apply)

a. ☐ NONE, it covered all aspects of the topic well.
b. ☐ ISSUES should be described more fully. Please indicate how .....
.....
c. ☐ APPROACHES OR ALTERNATIVE REMEDIES were omitted. Please identify .....
.....
d. ☐ IMPORTANT MODELS OR INNOVATIVE PROGRAMS were not mentioned. Please identify .....
e. ☐ KEY RESOURCES were not mentioned. Please identify .....
.....
f. ☐ OTHER. Please describe any other omissions or suggested additions .....
.....

6. Did you find the paper to be clear, well organized and easy to understand?

a. ☐ Yes
b. ☐ It could be improved by .....
.....

7. If you found any factual errors or misleading statements in the paper, please identify them (indicating the page number, error or statement and include the correct information if possible). Use the other side of this page.

8. Please provide any additional comments or criticisms. Enclose other descriptive material, if desired, and use another sheet of paper if needed.